Students must enter their choices online by
Wednesday, 30th May 2018

Please make sure you discuss your choices with your DoS prior to completing the online registration form at:

http://www.hbps.cam.ac.uk/how-to-submit-your-paper-choices-for-the-hbps-tripos

Any queries, contact: paperchoices@hbps.cam.ac.uk

Faculty of Human, Social, and Political Science

http://www.hbps.cam.ac.uk/

In this booklet you will find information on the available paper choices for Part IIA of the Tripos, and a brief description of each paper available. If you have any queries please contact your Director of Studies in the first instance.
TABLE OF CONTENTS

Choosing your track 1

Summary of track options 2

Available Part IIB papers, 2018-19 5

Paper descriptions
- Archaeology papers 7
- Biological Anthropology papers 13
- Politics & International Relations papers 15
- Social Anthropology papers 17
- Sociology papers 19
- Papers borrowed from other Triposes 23

Administrative Contact Details 26

Notes page 27
In Part IIB you will take four papers. The available tracks are:

**Single subject tracks:**
- Archaeology
- Archaeology – Egyptology option
- Archaeology – Assyriology option
- Biological Anthropology

**Joint subject tracks:**
- Social Anthropology and Biological Anthropology
- Biological Anthropology and Archaeology
- Archaeology and Social Anthropology
- Assyriology and Egyptology

Note that you cannot change track between Part IIA and Part IIB, unless you are changing from a joint track to one of the single-subject options within the joint track.

By **Wednesday, 30th May 2018** you will be asked to return to your DoS a preliminary indication of the track and papers that you want to study in Part II B. This is not binding and you can change your mind later; however, gathering this information is very important because it will enable us to do the following before the start of the year:

1. Check our timetable to ensure clashes are kept to a minimum. We can never guarantee that we will be able to fix a clash, as the available options on the Tripos are simply too large; in addition, several papers are shared with other Triposes or with MPhil courses that impose their own restrictions and limit the flexibility we have. If we cannot remove a clash you will need to discuss this with our Director of Studies, as you may need to change your paper selection.

2. Check that we have available rooms of sufficient size for each lecture.

3. Ensure we have recruited sufficient levels of supervisors for each paper. In some papers, we will match students and supervisors before the start of the year so that you can begin supervision right away.

If you do later change your mind, you need to notify us **as soon as possible** by contacting **paperchoices@hsps.cam.ac.uk**.

**Choosing your Track**

You should discuss your choice of track with your Director of Studies.

Due to the number of options available on the Tripos, **we cannot ensure that every option available to you will be clash-free**. If you find that your choice of papers does clash, you should speak to your DoS; we will do our best to resolve clashes but it will not be possible to resolve every case. In addition, some papers run in alternate years, some combinations are restricted if you have not taken a previous paper, and some papers (particularly in Part IIB) change topic from year to year. The options form on which you make your choices will specify any restrictions.

Each of the subjects in HSPS has provided more information about possible career paths on their websites.
## Summary of Track Options:
### Single Track Choices:

<table>
<thead>
<tr>
<th>SUBJECT OPTION</th>
<th>PAPER CHOICES – THIRD YEAR (Part IIB)</th>
</tr>
</thead>
</table>
| **Archaeology, Option 1:** Archaeology only | **EITHER** ARC6 OR ARC7 (ARC6 is required if not already taken in Part IIA)  
**TWO** papers must be chosen from available option papers ARC8-33*; one of these papers may be substituted with a dissertation.  
**ONE** paper chosen from:  
ARC8-33*  
BAN2-9  
POL13, POL17**  
SAN11-13  
SOC6***-15  

* ARC9 can only be taken if ARC8 was taken in IIA.  
**POL13 and 17 can only be taken if POL3 or 4 taken in IIA  
***SOC6 can only be taken if SOC2 was taken in IIA. |
| **Archaeology, Option 2:** Assyriology only | **EITHER** ARC35 OR ARC34 (ARC34 is required if not taken at Part IIA)  
**ARC22**: Mesopotamian Archaeology I: Prehistory and early states  
**ARC25**: Mesopotamian Culture I: literature  
**EITHER ONE** final paper chosen from ARC7, ARC8-21*, ARC26-33  
**OR**  
A dissertation.  

* ARC9 can only be taken if ARC8 was taken in IIA. |
| **Archaeology, Option 3:** Egyptology only | **EITHER** ARC38: Old and Late Egyptian Texts, OR ARC37: Middle Egyptian Texts  
(ARC37 is required if not taken at Part IIA)  
**ARC18**: Society and settlement in ancient Egypt  
**ARC20**: The archaeology of religion in ancient Egypt  
**OR**  
A dissertation. |
<table>
<thead>
<tr>
<th>SUBJECT OPTION</th>
<th>PAPER CHOICES – THIRD YEAR (Part IIB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Anthropology</td>
<td>• <strong>THREE</strong> papers from BAN5-9, one of which may be substituted by a dissertation.</td>
</tr>
<tr>
<td></td>
<td>• <strong>EITHER ONE</strong> paper from:</td>
</tr>
<tr>
<td></td>
<td>ARC8-33*†</td>
</tr>
<tr>
<td></td>
<td>POL13, POL17**</td>
</tr>
<tr>
<td></td>
<td>SAN11-13</td>
</tr>
<tr>
<td></td>
<td>SOC6***-15</td>
</tr>
<tr>
<td></td>
<td>PBS6-9</td>
</tr>
<tr>
<td></td>
<td>Paper 5 from History and Philosophy of Science in Part II of Natural Sciences Tripos</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong> a further paper from BAN5-9.</td>
</tr>
<tr>
<td></td>
<td><em>Students who did not take Part IIA in the HSPS Tripos must choose take:</em>*</td>
</tr>
<tr>
<td></td>
<td>• BAN2-3</td>
</tr>
<tr>
<td></td>
<td>• <strong>ONE</strong> paper from BAN5-9</td>
</tr>
<tr>
<td></td>
<td>• <strong>EITHER ONE</strong> paper from</td>
</tr>
<tr>
<td></td>
<td>ARC8, ARC10-33</td>
</tr>
<tr>
<td></td>
<td>BAN5-9</td>
</tr>
<tr>
<td></td>
<td>POL3-4</td>
</tr>
<tr>
<td></td>
<td>SAN11-13</td>
</tr>
<tr>
<td></td>
<td>SOC2-3</td>
</tr>
<tr>
<td></td>
<td>Paper 1 or 2 from the History and Philosophy of Science in Part IB of the Natural Sciences Tripos</td>
</tr>
<tr>
<td></td>
<td>PBS3-4 from Part IIA of the Psychological and Behavioural Science Tripos</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td>A dissertation.</td>
</tr>
<tr>
<td></td>
<td>* ARC9 can only be taken if ARC8 was taken in IIA.</td>
</tr>
<tr>
<td></td>
<td>**POL13 and 17 can only be taken if POL3 or 4 taken in IIA.</td>
</tr>
<tr>
<td></td>
<td>***SOC6 can only be taken if SOC2 was taken in IIA.</td>
</tr>
<tr>
<td></td>
<td>†ARC10 cannot be taken if BAN3 was taken in IIA.</td>
</tr>
<tr>
<td>SUBJECT OPTION</td>
<td>PAPER CHOICES – THIRD YEAR (Part IIB)</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------</td>
</tr>
</tbody>
</table>
| Archaeology, Option 4: Assyriology and Egyptology | - **EITHER** ARC35 **OR** ARC34 (ARC34 must be taken if it was not taken in IIA)  
- **EITHER** ARC38 **OR** ARC37 (ARC37 must be taken if it was not taken in IIA)  
- **ONE** paper chosen from ARC18-ARC25  
- **EITHER ONE** paper chosen from ARC18-ARC25, **OR**  
  A dissertation. |
| Archaeology & Social Anthropology | - **EITHER** ARC6 **OR** ARC7 (ARC6 may not be taken if taken in Part IIA)  
- **EITHER** SAN5 **OR** SAN6  
- **ONE** paper chosen from ARC8-33  
- **ONE** paper chosen from SAN5, 6, 11-13 **OR**  
  Students may substitute a dissertation for either of the option papers (ARC8-33* or SAN5-13)  
  * ARC9 can only be taken if ARC8 was taken in IIA. |
| Biological Anthropology and Archaeology | - **EITHER** ARC6 **OR** ARC7 (ARC6 must be taken if not taken in Part IIA)  
  And then  
  - **ONE** paper from BAN5-9  
  - **ONE** paper from ARC8-33† and  
  - **ONE** further paper from BAN5-9  
  One of these (third and fourth) papers can be replaced by a dissertation.  
  * ARC9 can only be taken if ARC8 was taken in IIA.  
  †ARC10 cannot be taken if BAN3 was taken in IIA. |
| Social Anthropology and Biological Anthropology | - **EITHER** SAN5 **OR** SAN6  
- **ONE** paper chosen from BAN5-9  
- **ONE** paper chosen from SAN5, 6, 11-13  
- **ONE** further paper chosen from BAN5-9  
- **OR** students may substitute a dissertation for one of the options papers (SAN5, 6, 11-13 or BAN5-9). |
Part IIB available Papers, 2018-19

Below is a list of all papers offered in 2018-19. In the pages to follow, you will find a brief description of each paper to be offered. This is intended only as a guide to general content; full paper guides and reading lists will be issued at the start of the year.

Archaeology papers – for descriptions, turn to pp. 7

Part IIB

ARC6  Archaeological theory and practice II (paper A10 in the Archaeology Tripos)
ARC7  Archaeological theory and practice II
ARC8  Archaeological Science (paper A21 in the Archaeology Tripos)
ARC9  Archaeological Science II
ARC10 Palaeolithic Archaeology (paper A22 in the Archaeology Tripos)
ARC11 Special Topics in Palaeolithic Archaeology (also running as BAN9)
ARC12 European Prehistory (paper A23 in the Archaeology Tripos)
ARC14 Aegean prehistory (paper D1 of the Classical Tripos)
ARC15 Beyond Classical Art (Paper D2 of the Classical Tripos)
ARC17 Roman Cities: Network of Empire (Paper D4 of the Classical Tripos)
ARC18 Settlement and society in ancient Egypt (taken as A27 in the Archaeology Tripos)
ARC20 The archaeology of religion in ancient Egypt (taken as A29 in the Archaeology Tripos)
ARC22 Mesopotamian archaeology I: prehistory and early states (taken as A25 in the Archaeology Tripos)
ARC25 Mesopotamian culture II: religion and scholarship (taken as M3 in the Archaeology Tripos)

The following codes ARC26 and ARC27 refer to the same paper The Medieval Globe. Two codes have been used for this paper so that students who have already taken ARC26 or ARC27 can register for the code they have not taken.

ARC26  The Medieval Globe I (taken as A24 in the Archaeology Tripos)
ARC27  The Medieval Globe II (taken as A24 in the Archaeology Tripos)

ARC29  Ancient India I: the Indus civilisation and beyond (taken as A31 in the Archaeology Tripos)
ARC32  The archaeology of Mesoamerica and North America (taken as A34 in the Archaeology Tripos)
ARC33  African Archaeology (taken as A35 in the Archaeology Tripos)
ARC34  Intermediate Babylonian (taken as M4 in the Archaeology Tripos)
ARC35  Advanced Babylonian and Assyrian (taken as M5 in the Archaeology Tripos)
ARC37  Middle Egyptian texts (taken as E2 in the Archaeology Tripos)
Biological Anthropology papers – for descriptions turn to pp. 13

BAN2 Human Ecology and Behaviour (taken as B2 in the Archaeology Tripos)
BAN3 Human Evolution (taken as B3 in the Archaeology Tripos)
BAN4 From Data to Interpretation (taken as B5 in the Archaeology Tripos)
BAN5 Major Topics in Evolutionary Studies
BAN6 Evolution within our species
BAN7 Human Culture and Behaviour
BAN8 Health and Disease in Anthropological Perspective
BAN9 Advanced Human Evolution (= ARC11)

Politics & International Relations papers – for descriptions, turn to pp. 15

POL3 International Organisation
POL4 Comparative politics
POL13 The Politics of Europe
POL17 Politics of Southeast Asia: Democratization and Diversity

Social Anthropology papers – for descriptions, turn to pp. 17

SAN5 Ethical Life & the Anthropology of the Subject
SAN6. Power, Economy & Social Transformation
SAN11 Anthropology of Media and Visual Culture
SAN12 Anthropology of Cities and Space
SAN13 Gender, Kinship and Care

Sociology papers – for descriptions, turn to pp. 19

SOC2 Social theory
SOC3 Modern societies II
SOC6 Advanced Social Theory
SOC7 Media, Culture and Society
SOC8 Religion and Contentious Mobilisation
SOC9 Global Capitalism
SOC10 Gender
SOC11 Racism, Race and Ethnicity
SOC12 Social Problems in Modern Britain
SOC13 Health, Medicine and Society
SOC14 The Sociology of Education
SOC15 Criminology, Sentencing and the Penal System

For descriptions of papers borrowed from other Triposes, turn to pp. 23
Archaeology papers

ARC6. Archaeological Theory and Practice I
(Co-ordinator: Dr S Hakenbeck)
This paper focuses on how archaeologists interpret the archaeological record. It explores the links between archaeological theory and practice with case studies and examples drawn from a wide range of temporal periods and geographical regions. The paper will examine how archaeology emerged as a discipline, its relationship with social theory and science, and how this has influenced the ways in which we think about the past.
The second half of the paper explores a series of central questions in archaeology: Have concepts of time been the same throughout human history? Is variation in material culture an adaptive response or a reflection of humans’ inner worlds? Which gives a more objective account of the past, archaeological evidence or historical sources? Why do we preserve a medieval cathedral and tear down a block of flats from the 1960s? How does our perception of the past influence contemporary politics?

ARC7. Archaeological Theory and Practice II
(Coordinator: Dr Preston Miracle)
This paper builds upon Arc06 in presenting concepts of archaeology. Part of the paper covers advanced concepts of archaeological theory, including epistemology and reflexive archaeology, ideas of time and memory, politics and long-term change, and archaeological politics. The remainder is composed of modules covering central topics in archaeological analysis such as advanced heritage, ritual, art and economy.

ARC8. Archaeological Science I
(Co-ordinator: Dr Tamsin O’Connell)
This paper looks at the basic theories and approaches within archaeological science, particularly within the fields of geoarchaeology, zooarchaeology, archaeobotany and biomolecular archaeology. You will gain a basic level of knowledge and understanding of the methodological techniques in these sub-disciplines of scientific archaeology. You will also equip yourself with such skills as the basic foundations of scientific applications, the ability to know why, what and where to sample on an archaeological site for environmental and scientific analyses, what kinds of information are forthcoming and how to critically assess these types of data. The course is taught through lectures, supervisions and hands-on practicals.

ARC9. Archaeological Science II
Co-ordinator: Dr Tamsin O’Connell
This course is intended for those students who have already completed the ARC8 Archaeological Science course and wish to begin to specialise in one or two of the subject areas taken in ARC8 (geoarchaeology, zooarchaeology, archaeobotany, molecular archaeology). The course is taught primarily through small group seminars and laboratory practicals. In the Lent term, each student is expected to undertake an assessed laboratory project based on the analysis of a small set of primary data.

ARC10. Palaeolithic Archaeology
(Co-ordinator: Philip Nigst)
This course provides a foundation in Palaeolithic Archaeology. We start with the emergence of the first evidence of hominin material culture 2.5 million years ago. We
then move on to the evolution, adaptations, and dispersals of hominins in Africa and into the rest of the Old World. We examine in detail the emergence and dispersal of anatomically modern humans, giving particular focus on the diversity of their cultures and adaptations in different parts of the Old World. We will finish with how people made sense of and responded to the dramatic environmental changes that occurred leading up to the end of the last ice age 11,500 years ago. Content may be subject to change.

**ARC12. European Prehistory**  
(Chair: Prof John Robb)  
This course will present an overview of European prehistory from the Mesolithic to the end of the Iron Age. Using lectures, practicals, field trips and seminars, it will combine geographical/chronological coverage with exploration of important themes such as forager lifeways, gender and the body throughout prehistory, the transition to farming, the introduction of metals, political developments in the Bronze Age and incipient urbanism. ARC12 will include two lectures a week in the Michaelmas and Lent terms, covering the Mesolithic, Neolithic, Bronze Age and Iron Age.

(Chair: Dr Y Galanakis)  
The broad aim of these lectures is to introduce students to the fascinating world of Aegean archaeology covering a period of 800,000 years: from the Middle Palaeolithic to the Early Iron Age. How can we reconstruct and ‘read’ the past without the aid of textual records? What are the methods, research questions, principles and current debates in Aegean archaeology? What can we learn from the study of Greece’s rich and varied pre-classical art and archaeological record about the people of Bronze Age Aegean? When, where and why do complex societies ‘emerge’ and ‘collapse’? What is the relationship between the Epics and Classical myths with the archaeology of Bronze and Early Iron Age Greece?  
This course offers an in-depth survey of the archaeology of the Aegean within the framework of the wider Mediterranean world. Particular emphasis is placed on the societies of the Bronze Age (c. 3200-1100 BC): the worlds of the Early Cyclades, Minoan Crete and Mycenaean Greece. It examines critically the emergence of complex societies and their social, political and economic organisation, the trade and exchange networks, attitudes to death and their burial practices, the archaeologies of ideology, and cult and the integration of textual evidence with the material record.

**ARC15: Beyond Classical Art (Paper D2 of the Classics Tripos)**  
(Chair: Dr C Vout)  
Text books on ‘classical art’ tend to privilege the same sorts of object (monumental sculpture from major Greek temples, Attic painted pottery, statues from Rome and its environs, paintings from Campania). But is this the whole story? What does this leave out of our picture of Greek and Roman artistic production, and the reach of Greek and Roman production, and why? This course starts from the understanding that ‘classical’ (and the qualities of beauty, purity and virtue that come with it) is neither an obvious nor a natural category, and attempts to integrate objects often left on the margins. These include, aniconic, ‘ugly’ and painted images, graffiti from Pompeii, tombstones from Roman Britain and Palmyra, ‘egyptianising’ and ‘orientalising’ elements, and, from beyond the ancient Greek and Roman world, mosaics from Byzantium and reliefs from Gandhara. How should we study them? How have they been studied in the past
and what does their inclusion do to our appreciation of what Greek and Roman art was, what it looked like, and what it has become? Answering these questions will demand that students test existing vocabularies for talking about material, form and content, and find new vocabularies, building visual knowledge as they do so. The course ends by thinking about the reception of ancient art in the modern period; about how from early in the nineteenth century, this reception increasingly privileged Greek and Roman elements to the exclusion of the Hebraic, Egyptian and Persian; and about how the emergence of the ‘classical’ as an explicit visual category coincided with the celebration of the Hellenic ideal and the down-grading of the Roman. Hopefully, the skills and self-awareness learned on this course will have us better understand what is classical and constraining about ‘classical art’, and also perhaps use current ‘world art’ approaches, issues of art’s agency, and so on, more responsibly.

**ARC17. Roman cities: Network of Empire (Paper D4 of the Classics Tripos)**
(Co-ordinator: Dr A Launaro)
It was an unprecedented urban network that made it possible for the Roman Empire to exist and prosper. Thousands of towns mediated between Rome and its vast imperial hinterland as they channelled a multidirectional flow of people, goods, cults, ideas and activities. The vast amount of evidence accumulated by archaeologists about Roman urban sites, which has been enhanced in recent years through improved techniques of survey and excavation, has therefore provided a great deal of insight into the functioning of the Roman Empire as such. This course will therefore explore the development of Roman urban culture and the variety of forms it took across space and time, engaging with the diverse interpretations that have since been proposed towards explaining its complex dynamics. By exploring a series of relevant case studies from across the Mediterranean (from Archaic Rome to Augustan Athens, from the earlier Republican colonies of Italy to the Imperial foundations of Northern Africa), these questions will be approached by adopting two broad perspectives: a) we will consider how archaeology can contribute to the understanding of Roman urbanism by looking at different types of urban site (e.g. administrative centres, military strongholds, economic nodes) and their material components (e.g. building techniques, architecture, planning); b) we will review current archaeological and historical debates about the role of cities in the Roman World and look at how these different views can be effectively reconciled into an integrated narrative of empire.

**ARC18. Society and Settlement in Ancient Egypt**
(Co-ordinator: Dr Kate Spence)
This course surveys the historical archaeology of Ancient Egypt from state formation to the end of the Second Intermediate Period (c. 3500–1550 BC). Key themes covered include the nature of royal authority and perceptions of kingship, foreign interaction, settlement, the structure of society and the nature of social interaction. The course stresses the need to integrate textual, artistic and archaeological evidence within a theoretical framework.

**ARC20. The Archaeology of Religion in Ancient Egypt**
(Co-ordinator: Dr Kate Spence)
Textual, artistic and archaeological sources are brought together to investigate the nature of religious practice in Egypt before the New Kingdom (c. 3500–1550 BC). The course covers the archaeology of death and burial (both royal and non-royal), the
nature of non-royal beliefs and ritual practices, and state temples and rituals. Key themes include the nature and role of religion, the relationships between belief, religious practice and social context, the status of knowledge and the role of religion in establishing identity. This course runs in parallel with course ARC18 but can be taken independently.

**ARC22. Mesopotamian archaeology I: prehistory and early states**
(Coordinator: Dr Augusta McMahon)
This paper explores Mesopotamian (Babylonian and Assyrian) archaeology of the turbulent Middle Bronze through Iron Ages (mid-2nd to 1st millennia BC). During these millennia, the region experienced extreme political changes, ranging from a network of expansive territorial states through massive hegemonic empires, dissected by abrupt political collapses. Themes explored include internationalism, migration and deportation, crafting and technology, and the archaeological signatures of empires.

**ARC25: Mesopotamian culture II: religion and scholarship**
(Paper Coordinator: Dr Selena Wisnom)
This paper is designed as a general introduction to ancient Mesopotamian religion and intellectual history. No previous knowledge of the subject is assumed and all sources are used in translation. Topics covered include prayers, ritual and cult, divination, magic and exorcism, astronomy and astrology, cosmology, oracles, and medicine. The format comprises lectures, discussions, supervision essays, and student presentations. Assessment is by three coursework essays.

**ARC26/ARC27. The Medieval Globe**
(Coordinator: Dr James Barrett and Dr Susanne Hakenbeck)
This module explores the place of medieval Europe in what was an increasingly yet variably connected world. It spans a complex period extending from the highly globalized later Roman empire to the demographic crises of the 14th century – the Great Famine and the Black Death – prior to the European colonization of the Americas. The module aims to ‘decolonise’ the traditional curriculum by highlighting the diverse experiences of people during this time. We will explore how globalisation theory is applicable to medieval archaeology, and how material and ideological factors both shaped socio-economic change. We will consider the interaction between natural and anthropogenic environmental change, in the context of fluctuating demographic and settlement histories. Equal weight will be given to archaeological, environmental and historical sources of evidence. Key themes will include inter-regional communication, mobility, trade and cultural influence. Case studies from Europe will be considered alongside examples drawn from the Arctic, the Asian Steppe, East Africa and the Indian Ocean.

**ARC29: Ancient India I: The Indus Civilisation and Beyond**
(Coordinator: Dr Jason Hawkes)
This paper teaches the archaeology of the proto-historic period in South Asia, with a particular focus on the Indus Valley Civilisation and its broader regional context. Chronologically, it covers the span from the seventh to the second millennium BCE, which corresponds to the Neolithic, Chalcolithic and Bronze Ages of other part of the Old World. It traces and discusses societal and cultural developments from the appearance of the earliest village settlements in South Asia to the decline of the Indus Civilisation, and assesses the general features that make it unique amongst the great
Old World early civilisations. Attention will also be paid to the environmental context of the subcontinent, the distribution and morphology of settlements, the evidence for socio-economic and political structures, craft technology, the nature and significance of regional variation, and the dynamics of absolute and relative chronologies. Students will also be introduced to the Neolithic, Chalcolithic and Bronze Age archaeology of the peoples that lived contemporaneously outside the Indus region. Thematicaly, the paper will investigate issues such as the development and spread of village-farming communities, the appearance of urban centres, the definition of political structures in the absence of texts, structures of power and control, the detection of warfare, the role of craft specialisation, raw materials acquisition and trade networks, and dynamics of collapse versus transformation.

**ARC32: The Archaeology of Mesoamerica and North America**
(Coordinator: Dr Elizabeth DeMarrais)
This course aims for students to achieve in-depth knowledge of the archaeology of complex societies in two regions of the world: North America and Mesoamerica. Through a critical appraisal of approaches to culture change in these regions, presented in lectures, students will acquire the ability to think and write critically about interpretations advanced to explain patterns in settlement and material culture. Additionally, students will acquire the ability to evaluate theoretical approaches and explanations by considering the quality of the evidence used in support of different arguments.

**ARC33: African Archaeology**
New paper from the first Professor of Deep History and African Archaeology, Professor Paul Lane.
This course aims to introduce the later archaeology of sub-Saharan Africa c. 200,000 BP to the present day, with particular focus on the last 10,000 years. It will begin with an overview of Africa, its physical geography, peoples, languages and the history of the study of African archaeology. It will then deal with a diverse range of thematic topics including the origins of modern humans, later African hunter-foragers, processes of domestication and the spread of food production, African crafts and technologies (including metal working), rock art, African complex societies, historical archaeology, connections with the wider world, and current issues in African heritage, historical ecology, indigenous archaeology and the politics of the past on the continent. Particular attention will be paid to the integration of diverse data-sets, including linguistics, oral histories and palaeoecology and to links between the African past and global themes such as trade, urbanism, state formation and complexity. The course will also critically assess popular perceptions of Africa and its past and consider the relevance of African archaeology in today’s world.

**ARC34: Akkadian Language II**
(Paper Coordinator: Dr Selena Wisnom)
This paper, which presupposes a year’s study of Babylonian, is built around readings in the “Standard Babylonian” dialect. It includes extracts from Gilgamesh Tablet XI (the story of the flood), the “East India House” inscription of Nebuchadnezzar, Enûma eliš, Ištar’s Descent to the Netherworld, and the Amarna letters. You will continue learning Neo-Assyrian signs, and also tackle “Monumental Old Babylonian” ones. The exam will include both seen and unseen texts in cuneiform. You will be expected to prepare ahead and revise during the Christmas and Easter holidays.
**ARC37. Middle Egyptian Texts**

This paper covers a range of texts in Middle Egyptian at an advanced level. It assumes knowledge of the material covered in the first-year ARC5 course or the equivalent. The texts will be read primarily from epigraphic copies, whenever available, or from transcriptions that retain the original layout of the inscription or document. The text selections include biographies, administrative and legal documents, historical narratives, as well as religious and medical compositions. The wide range of texts is intended to provide a greater exposure to the different genres and to reinforce various grammatical themes. In addition to hieroglyphic texts, and beginning in the middle of Lent term, this module will introduce students to hieratic, the cursive Egyptian script in which most literary and documentary texts were composed. Although the students will not be examined on the hieratic texts read in class, the hieroglyphic equivalent of those readings will be considered as set texts and may be used for examination purposes.
Biological Anthropology papers

**BAN2. Human Ecology and Behaviour (MVST only) paper B2 of the Archaeology Tripos**
This paper examines human and other primate behaviour in a broad comparative perspective. Non-human primate social communication across all sense modalities will be reviewed in the context of the social organization of the various primate species. The paper will also consider what primate and human communication have in common, and will discuss the evolution of human language. In covering human behaviour, the perspective will be cross-cultural, and from the perspective of disciplines such as human behavioural ecology which view human society and behaviour from a standpoint based in evolutionary theory. Foraging and other small-scale human societies will receive special attention.

**BAN3. Human Evolution (MVST only) paper B3 of the Archaeology Tripos**
(Coordinator: Professor Robert Foley)
This course provides an in depth exploration of the evolutionary history of humans and hominins. The paper looks at human evolution from ca. 10 million years ago to 10,000 years ago. The course starts with the origins of the hominins and their relationship to the apes, the emergence of bipedalism in an ecological framework, and the adaptive radiation of hominins between 4 and 2 million years ago. From shortly after 2 million years ago, hominins dispersed beyond Africa, and the genus Homo became dominant. The emergence and dispersal of anatomically modern humans, giving particular focus on the diversity of their adaptations in different parts of the world, and their relationship to both the climate in which they evolved and the archaic competitors such as Neanderthals whom they out-survived. We will explore the modern human dispersal(s) into nearly all parts of the world during the last 100,000 years, and the evolution of human diversity. The central theme of the course is to understand how and why humans evolved in relation to the environments in which they existed. The course uses approaches from palaeontology, genetics and archaeology.

**BAN5: Major Topics in Human Evolutionary Studies**
This paper discusses selected topics on human evolutionary studies, including morphological evolution in the genus Homo, human evolutionary history and dispersals, and evolutionary genetics and adaptation in hunter-gatherers. It will also address the science of cultural evolution. We start by examining the notion of universal Darwinism, and assess how biological evolutionary principles have been extended to explain cultural change. We then explore how different forms of social learning can be modelled and used to explain a variety of cultural processes, from adaptive response to environmental change to fashion cycles. The paper also gives introduction to selected topics such as cultural phylogenetic analysis and cultural attractor theory, as well as skills for building simulations model of cultural transmission.

**BAN6: Evolution within our species**
This paper investigates the mechanisms which have driven the genetic and phenotypic variation within our species. We investigate models which explain the origin and maintenance of variation, the role of dispersals and major cultural
transitions in shaping human diversity, and the interaction between cultural change, natural environments and the biology of our species. This includes consideration of the roles of plasticity, developmental biology, life history, natural selection and neutral mechanisms in shaping human diversity and its variation in time and space. Students will learn how to critically evaluate the relationship between cultural and biological variation, with an emphasis on interaction and mechanisms of change in adaptive systems, and the relationship between our Anthropological understanding of human diversity relative to the biological and social sciences more broadly.

BAN7: Human behaviour and culture
Humans are distinctive in their behaviour compared to all other species. That behaviour - what people do - is on the one hand rooted in our biology, and on the other is produced by our capacity for culture. The aim of this course is to consider how such biological elements such as life history strategy influence behaviour, and how culture also generates entirely novel solutions to adaptive problems. The course will consider the three broad approaches to the subject - behavioural ecology, evolutionary psychology and cultural evolution including amongst hunter-gatherers and other small scale societies. Emphasis is on how new theories and methods are revitalising fieldwork and experimental approaches.

BAN8: Health and Disease in Anthropological Perspective
From conception to death, humans undergo a process of development that is shaped by both genes and environment. This process is thus a product both of a long-run evolutionary process and of the succession of environments that individuals encounter through their lives, resulting in health patterns in populations that vary greatly with time, space and culture. This paper selectively explores means to characterize health patterns of different populations, from the archaeologically recovered and historically documented past, remote and otherwise, up to the present day. Thus the paper investigates how disease has shaped the way humans have evolved, and how diseases have evolved to exploit humans. It also discusses how human genetic variation influences our susceptibility to infectious diseases, as well as considering the causes of the varying health profiles of different present-day populations, with special attention to tropical infections.

BAN9: Advanced Human Evolution
(Coordinator: Dr Preston Miracle)
This course introduces students to selected topics in Palaeolithic archaeology and Human Evolution. It is organised as a series of seminars covering concepts and theoretical frameworks, methods of analysis, and relevant evidence. Four topics are covered each year and past topics have included:

- the replacement of Neanderthals by modern humans
- hominin use of space
- burial and treatment of the dead in the Palaeolithic
- Palaeolithic demography
- Palaeolithic nutrition and food
- hominin adaptations to environmental constraints in a selected region (e.g., East Asia, Central Europe or Near East).
- transitions in human evolution
- Neanderthal evolution, behaviour and extinction
Students will be expected to acquire a good outline knowledge of these topics and current debates in Palaeolithic archaeology and human evolution.

Politics & International Relations papers

POL3. International Organisation
This paper provides students with a theoretical as well as practical understanding of the major institutions and organizations governing global affairs. It focuses on both the historical origin and contemporary functioning of leading institutions of global governance as well as the changing nature of the global cooperation problems that these institutions aim to solve.

The paper is divided into two main parts. The lectures and supervisions in Part I outline the main theoretical and conceptual debates in the field of international organisation. Part I begins by examining the demand for institutionalised cooperation in the international system and analyses, from a theoretical perspective, how cooperation is possible under anarchy. Next, it provides a brief overview of the historical development of international institutions with the aim of illustrating how current systems of global governance have evolved. Finally, it introduces the major theoretical approaches to the study of international cooperation/organisation. Part II focuses on historical and contemporary practices of institutional cooperation in different issue-areas of global affairs—from international security and arms control, to human rights, international trade and finance. This part allows students to explore some of the theoretical issues introduced in Part I in a concrete empirical context, drawing on both historical and contemporary examples.

POL4. Comparative politics
This is a broadly focused paper aiming to give students an understanding of the key actors and dynamics that make up contemporary politics. The paper is organised into two parts: lectures (Michaelmas term) and regional case studies (Lent term). The lectures will be based on three conceptual themes: state formation, political regimes and the organisation of interests. Within these themes, the paper explores topics such as the origins of states, post-colonial and non-European state formation, democratisation, authoritarianism, the role of political parties and the contemporary challenges they face, non-parliamentary forms of interest representation like lobby groups, civil society organisations and corporatism. Each of these topics will be studied comparatively, meaning that the different trajectories of political development across the world will be used to inform our understanding of these general trends. The course will emphasise both the conceptual and empirical sides of comparative political studies. The regional case studies will provide a general introduction to a region but will often focus on a comparison between two countries. These will include cases from the Middle East (Egypt and Iran), Africa (South Africa and Zimbabwe), Western Europe, and two other regions to be confirmed. Assessment for this course will be exam-based, with a three hour exam at the end of the course covering both the topics of the lectures and the material from the regional case studies.

Suggested Readings:

European politics has always been a vibrant subject, and has been in considerable flux in recent years. In fact, the word ‘crisis’ is frequently used to describe various aspects of European politics – from the ‘crisis of the post-war settlement’ and the ‘crisis of the welfare state’ to the ‘crisis of political parties’, the ‘Eurozone crisis’, and the ‘migration crisis’. Most recently, the UK’s vote to leave the European Union has raised profound questions about the relationship between Britain and continental Europe, the effectiveness of the UK’s political institutions, and the long-term prospects of the EU itself.

POL13 examines these questions through two modules, one on British Politics and one on The Politics of the European Union: the exam will be an undivided paper, so students can specialize in one module or study them in combination. The British Politics module explores political developments in the UK since 1945, including the rise and fall of the post-war settlement, Thatcherism and New Labour, devolution and constitutional reform, immigration, economic policy, and changes in electoral behaviour up to the 2017 general election. The Politics of the European Union module examines key aspects of the process of European integration, such as the nature of the European Union, the distribution of power within (and political mobilisation against) the EU, monetary integration and its problems, EU enlargement, and the EU’s role in international affairs. The paper will enable students to engage critically with the scholarly literature in these fields and to develop a comparative and historical perspective on British and European politics.

POL17. Politics of Southeast Asia: Democratization and Diversity
This paper approaches the study of Asian politics using Southeast Asian cases to raise themes and issues that might productively be applied across a broader geographic area, and across Asian regions. Southeast Asia is one of the most diverse regions of the world – in terms of ethnic identities, economic trajectories, and political regimes. The paper will address the causes and consequences of such diversity. In doing so, we will address fundamental questions about social and political change in Asia, in comparative perspective. Why are democratic norms and practices seemingly taking root in some parts of the region, while authoritarian regimes endure elsewhere? How have states attempted to manage the challenges arising from religious and ethnic pluralism and the dynamics of modern capitalism, and to what effect? In addressing questions such as these, we will explore the varied legacies of colonialism, postcolonial state formation, Cold War geopolitics, and economic development. To properly reflect the region’s characteristic diversity, the lectures and readings will cover several different countries, including Burma/Myanmar, Cambodia, Indonesia, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. Students are expected to acquire more indepth knowledge and understanding of the politics of some but not all these countries.
Social Anthropology papers

SAN5. Ethical Life and the Anthropology of the Subject
The scope of this paper includes: the concept of belief in cross-cultural analysis; modes of thought and action relating to causality, accounting for and predicting events, and responsibility; the anthropology of world religion; indigenous knowledge systems; cultural constructions of the body and concepts of person; linguistic and cultural translation; the anthropology of emotions, subjectivity, and affect; anthropological perspectives on ethics and the place of ideas of the moral in anthropological theory.

SAN6. Power, Economy and Social Transformation
In the context of the theories of value, property and domination so central to Enlightenment and Marxist conceptions of political economy, the teaching for this paper focuses on anthropology's contributions in providing new perspectives on these classic concerns. Topics covered include liberalism and neoliberalism; theories of the state; colonialism and postcolonialism; citizenship; markets; anthropological critiques of economism; comparative studies of western and non-western capitals; consumption in capitalist, post-socialist and globalized contexts; emerging transactional forms; crime and corruption; and non-state systems of expansion and domination in the late twentieth century.

SAN11: Anthropology of Media and Visual Culture
This paper explores how different social orders are created through production and circulation of media forms and visual images. In keeping with anthropology’s wider emphasis on cross-cultural comparison and on ethnographic study of symbolic forms in their full social contexts, this paper’s central questions include: How are specific media technologies defined and used differently in different societies? How are media forms and visual images actually made and experienced in practical life? And how do media forms and institutions relate to large-scale political structures? Drawing on a wider multidisciplinary heritage of work on media and visual culture, the paper is also concerned with developing concepts and techniques for analysis of the “internal” formal and pragmatic complexity of specific visual images and media representations. We additionally investigate the coherence of media ideologies, technologies, and iconographic traditions in their own rights, as forces of wider social innovation or reproduction.

The paper begins with lectures about anthropological theories of representation in general, and about the overall history and range of anthropological research on media. Further lecture sequences look at specific communicative technologies and genres across different societies and historical periods. Cases examined in greatest depth include photography, radio, amateur film, Web 2.0, and the visual and performing arts. Briefer attention is given to museum display, street protest, print, popular music, Reality TV, and religious satellite television channels. We ask what insights and challenges arise in specifically ethnographic and cross-cultural study of these phenomena.

SAN12. Anthropology of Cities and Space
This paper examines the nature of urban space and social relations, and interrogates how social anthropology understands and conducts research within cities. The paper draws upon a range of comparative ethnographic research and social theory to
investigate the political, theoretical and methodological questions raised by the study of urban environments. The paper places anthropological engagements with the city in the context of ideas from other disciplines, such as architecture, sociology, and geography. Core debates are introduced in critical relation to relevant bodies of theoretical work and case-studies of particular urban contexts. Students are encouraged to develop perspectives on the course material that are theoretically informed and ethnographically grounded, and to apply them to wider experiences of urban life.

**SAN13. Gender, Kinship and Care**

This paper aims to use a variety of disciplinary perspectives to explore powerful new developments in the experience and understandings of gender and kinship in the context of the emergent field of “care”. The course addresses recent developments in gender theory and global changes in the nature of intimacy. It examines anthropological evidence of the re-emergence of more traditional kinship and gender relations in new forms. Cross-cultural studies of same-sex and heterosexual relationships and especially friendships will be examined so as to better theorise the ways in which care is being reconfigured both within and outside normative kinship configurations. The new theorisation of care builds upon the new ways of caring for the sick, frail and elderly as well as the young and examines policy concerns about the failures of parents in the care of children. It also examines care as a form of governance and identifies the ways in which the multiple and culturally specific ways of “caring” are often not recognised by the state which increasingly seeks to standardise practices of care and divest them of their socio-cultural meanings and significances.

Themes to be addressed include: new reproductive technologies, gender and work/family balance, migration and the international division of reproductive labour (employed care givers and global “care-chains”), new models and practices of parenting, domestic and state coercions, public planning and state policy in the realm of care.
Sociology papers

SOC2. Social theory
The paper on contemporary social theory builds on students’ knowledge of classical theory from Part I and explores the development of social theory through to the present day. The paper aims to provide students with a firm grasp of key theoretical approaches and enables them to read the work of some of the great thinkers of the 20th Century in some depth. The time period runs from roughly 1920 to the present day, but the emphasis is placed on recent (i.e. post-1960) literature and developments. Topics covered include: symbolic interactionism and ethnomethodology; hermeneutics and theories of interpretation; 20th Century Marxism; the Frankfurt School; structuralism and post-structuralism; functionalism; rational choice theory; feminist theory; theories of modernity and post-modernity; Habermas; Foucault; Bourdieu; Giddens; Beck; and Bauman.

SOC3. Modern societies II: Global Social Problems and Dynamics of Resistance
This paper aims to:
- introduce and explore a selection of global social problems and dynamics of resistance from a sociological perspective.
- introduce the sociological notion and methodological tool of intersectionality, bringing gender, race and class to the fore, for the understanding of social problems and dynamics of resistance.
- develop a critical understanding of key sociological concepts, approaches and analyses to social problems such as inequality, neoliberalism, development, nationalism, globalisation, social movements, protest, transnationalism, discourse, representation, democracy, political economy and power.

SOC6: A subject in sociology I
A prescribed paper in sociology. In 2018-19, it will be Advanced Social Theory. This course offers students the opportunity to pursue their interests in contemporary social theory at an advanced level. The aim of the course is to encourage students to use social theory in order to think creatively, constructively and critically about the ways in which the social and political world is changing today. The course takes for granted an intermediate level of knowledge of classical and contemporary social theory; students are expected to develop and extend their knowledge of key thinkers by reading their work in greater depth during this course. However, the course itself is organized around problems and issues, not around thinkers and texts. The emphasis is on encouraging students to practise social theory by thinking theoretically about particular problems and issues. The course seeks to bring social theory alive by getting students to draw on the resources of social theory in order to understand the world of the 21st century and how it is changing.

SOC7: A subject in sociology II
A prescribed paper in sociology. In 2018-19, it will be Media, Culture and Society. This paper focuses on the sociological study of media and of cultural and symbolic forms, ranging from youth subcultures to media power and communications media, including television, the press and the internet. The precise topics and scope of the paper vary each year, but may include the political economy of media and culture; the study of media and cultural institutions; online privacy and surveillance; journalism and news; audience studies and the role of ethnography, identity and representation in
relation to culture and media; theories of the public sphere and of cultural citizenship; the changing nature of political communications; theory and analysis of digital media and the internet and their implications for social and political life. The work of theorists such as Adorno, Benjamin, Habermas, Bourdieu, Barthes, Baudrillard, McLuhan, Williams, Becker, Hebdige, Goffman and Castells is discussed in relation to the substantive themes.

**SOC8: A subject in sociology III**

In 2018-19, it will be Religion and Contentious Mobilisation. From Narendra Modi’s use of Hinduism in nationalist mobilization, Jihadist movements in the Syrian civil war and European right wing movements referring to a Christian heritage: religion is a divisive topic in contemporary societies today and a crucial component of contentious mobilization around the globe. In this course we explore the ways in which religious beliefs, practices and objects are used in contentious mobilization and how their use intersects with broader social conflicts today. We first explore how, historically, contention regarding religion in public life emerged with the creation of modern nation states. We relate this historical exploration to analytical debates regarding social movements and the sociology of religion. We then, on the one hand, place these debates in relation to more general sociological questions related to globalization, minority rights and technology. On the other, we critically assess their utility by applying them to four contemporary cases: Religion and populism in the US; Hinduism and Anti-minority Mobilization in India; Catholicism and Nationalist Mobilization in Poland; and Transnational Jihadism in the Arab World.

**SOC9: A subject in sociology IV**

A prescribed paper in sociology. In 2018-19, it will be Global Capitalism. These lectures seek to develop an understanding both of capitalism in general - its fundamental structure and functioning - and of its national varieties. Last, the global extension of capitalism receives consideration. The course of lectures covers three main areas. The first examines general theories of the structure of capitalism in both the classical and modern literature; its historical development and fundamental institutions, such as the firm, the market etc. Second, some of the major capitalist economies are examined in detail, particularly the USA and Japan. Third, two important related issues in the development and change of capitalist economies are examined: the question of globalization and ‘varieties of capitalism’; and the transition to capitalism in post-communist societies.

**SOC10: A subject in sociology V**

In 2018-19, it will be Gender. This 20-week Part Two paper introduces key theorists, concepts and topics in the sociology of gender and contemporary feminist theory. Lectures outline the feminist analysis of sex, gender, the sexual division of labour, and the gendered economies of production and reproduction accounting for unequal pay, the feminisation of housework and the family wage. The paper includes lectures on masculinities, new reproductive technologies, affect and embodiment, international feminism, and trans/queer theory. The paper is offered in a lecture/seminar format and a key text (or texts) are required reading which students are expected to prepare in advance.
SOC11: A subject in sociology VI
In 2018-19, it will be Racism, Race and Ethnicity.
This course explores the emergence of modern notions of race and ethnicity, contemporary forms of racism, processes of racialisation, and the social and political forces that have shaped them. Key questions will include: How are racial ideas conceptualized and justified through a variety of biological, social and cultural discourses? How did race and ethnicity come to be defined and embedded in the context of colonial and post-colonial rule? What are the, often complex, relations between ideas of race, the production of difference and identity, and the pervasiveness of social exclusion? Why does race remain such a powerful determinant of individual and collective identities? What is the specificity of ethnicity in contemporary society? Why and how does race and ethnicity matter?

SOC12: A subject in sociology VII
A prescribed paper in sociology. In 2018-19, it will be Social Problems in Modern Britain. An examination of the political, economic, and social forces underpinning the trajectory and framing the boundaries of modern British society. Lecture streams will include: (1) the political and economic development of modern Britain; (2) nationalism, religion, and ethnicity in modern Britain; (3) the politics and economics of Post-WWII Britain; (4) family and social change in contemporary Britain; and (5) class and status inequalities in contemporary Britain.

SOC13: A subject in sociology VIII
A prescribed paper in sociology. In 2018-19, it will be a paper on Health, Medicine and Society. This paper provides students with a critical survey of principal themes and debates in contemporary medical sociology. It explores the major social causes of health and illness in modern societies with special reference to such factors as social class, gender, ethnicity, and age; provides students with a sociological grasp of the issues and problems associated with chronic illness; investigates a variety of key topics in the sociology of mental health; and, finally, develops a sociological analysis of the major organizational, professional, and technological components of medical institutions and medical practice in contemporary society. The paper also explores new methods of health care delivery with an eye to understanding their roles in either fostering or minimising social inequalities pertaining to health and illness. In addition to these substantive topics, the paper also examines cutting edge theoretical approaches to the study of health and illness in society, including: social constructionism, feminist theory, the sociology of the body, the sociology of science, and phenomenology. In short, the paper explores a wide range of both substantive and theoretical issues pertaining to the nature and distribution of health and illness in modern societies.

SOC14: Education (Paper 3 in Part II of the Education Tripos)
In 2018-19, it will be The Sociology of Education. This paper provides students with an introduction to key themes in the sociology of education through a focus on two topics: Education, democracy and global social justice, and Education and social justice in Britain. The first section examines the changing role of education in relation to democracy and nation-building, changing forms of global governance, and the global politics of knowledge and social change. The second section brings issues within these global debates to bear on a more in-depth study of the relationships between education and social justice in Britain. This section puts particular emphasis
on the interplay between social and educational research, the application of social
policy, and the role of the school in the implementation of policy. The lectures will
examine the intersectional politics of difference, and the spatial and family dimensions
of educational inequalities. Students taking this paper will gain an informed
sociological understanding of national and international developments in key areas of
educational politics, policy and public debate.

**SOC15: Criminology, Sentencing and the Penal System (Paper 23 of the Law
Tripós)**

The Paper aims to give students an informed and critical understanding of key issues
in Law, Criminal Justice and Penal Policy in England and Wales (with reference to
other countries where relevant). It does so in five ways. Firstly, by helping student to
read the evidence for patterns of crime and for pathways into and out of offending in
the context of i) fads, fashions and political ideas in criminal justice, ii) our knowledge
of individual, family and situational risk factors, and iii) offender rehabilitation and
desistance from crime. Secondly, by looking at the principles of punishment and at
empirical evidence for the effectiveness of different crime reduction strategies. Thirdly,
by considering the legal framework of sentencing and the theoretical and practical
dilemmas facing judges and magistrates. Fourthly by examining some of the
challenges faced by the criminal justice and penal system in dealing with specific
groups of offenders such as adolescents, women, and those who are regarded as
‘dangerous’. Finally, there is consideration of community penalties, prisons and
parole, and broader questions of gender, equality and fairness in contemporary
criminal justice.
Papers borrowed from other Triposes

History & Philosophy of Science Tripos

HPS Paper 1 History of Science:
"This history of the sciences asks about the ways in which different groups of people have found out about their world and how they organise this kind of exploration. The power and importance of science, technology and medicine in our own culture helps make this history significant. To understand what this importance means we need to know how it was achieved and how it changes. History of Science seeks to understand the development of science in Western society, as well as in different societies and cultures around the world. It also looks at the rapid changes in science and its relationship with society in the 19th and early 20th centuries and the transformations that took place in medicine, technology, commerce and communication."

HPS Paper 2 Philosophy of Science:
"What makes science better than, or at least different from, other systems of human thought? Is there such a thing as the scientific method? Is the development of science a linear, orderly and cumulative process, or an unpredictable sequence of changes? Philosophy of Science asks fundamental questions about science, both in a general sense, and about specific disciplines. It seeks to uncover the assumptions that underlie scientific enquiry and knowledge and determine what kind of enterprise science actually is and the character of the knowledge it gives us. It also addresses the ethical implications of scientific discoveries and how we should think about and act on these in a changing world."

HPS Paper 5 Philosophy of Science
This paper considers a series of central questions in the philosophy of science. Topics covered include whether we should believe that our best scientific theories are true, whether there are fundamental laws and what they might be, the role of various forms of simplification and idealisation in science, the nature of hypothesis testing, the pretensions of science to reveal a mind-independent reality, and issues around the alleged unity of the sciences and of scientific method. It covers Realism and Reductionism, Philosophy of the Biomedical Sciences, Metaphysics of Physics, Theory, Laws and Evidence, Models in Scientific Practice. For more information and for timetabling click: [https://www.hps.cam.ac.uk/students/timetable/partii/paper5](https://www.hps.cam.ac.uk/students/timetable/partii/paper5)
Psychology and Behavioural Studies Tripos

PBS 3: Social and Developmental Psychology

Course organiser: MT – Dr David Good (dg25@cam.ac.uk), LT & ET – Dr Sander Van der Linden (sv395@cam.ac.uk)

This paper aims to provide representative coverage of classic and contemporary theory and research in social and developmental psychology. In the first term, students will learn key meta-theories in social psychology in a series of introductory lectures, and then will examine specific core topics of the field in subsequent lectures, including social cognition, sociocultural approaches, the self, well-being, and prosociality. In the second term, students will study the key processes involved in the developmental transformation of social, emotional, and cognitive behaviour across the life span.

PBS 4: Cognitive Neuroscience and Experimental Psychology Paper

Course organiser: Dr Amy Milton (alm46@cam.ac.uk)

Cognitive Neuroscience and Experimental Psychology approaches topics in Psychology from a scientific perspective using laboratory studies to explore cognitive and neural mechanisms of behaviour. This course introduces you to the mental and brain processes involved in perception, attention, learning and memory, language, action, awareness and thinking and reasoning. A number of you may well be surprised by the ‘openness’ of the subject. There are plenty of ‘hard facts’ in psychology but there are also many theories, some of them, indeed, of a highly speculative nature. This is because, even after more than 100 years of its scientific study, many of the capacities of the mind and the brain remain mysterious. There are three lectures per week, and up to two practical classes.

PBS 6: Development and Psychopathology

Course organiser: MT – Sarah Foley (sf412@cam.ac.uk), LT – Prof Claire Hughes (ch288@cam.ac.uk)

This paper provides an overview of common problems of psychopathology in childhood including both externalizing problems (i.e., conduct disorder and other disruptive behaviour disorders) and internalizing problems (i.e., emotional disorders such as depression or anxiety). The first module adopts a developmental approach considering both changes over the lifespan and the intergenerational transfer of problems. Many of these problems are manifest within close relationships and so, after a reading week, the second module provides an overview of research on children’s relationships with siblings, with peers and with parents. In Lent, the course turns to studies of risk and resilience in childhood, including the literature on bullying and on the impact of both parental incarceration or family illness on relationships within the home. This is followed by a final module that brings a developmental perspective to this field, focusing first on the perinatal period (e.g., premature birth, prenatal risk factors) and then considering the limits of orchids and dandelions as metaphors for understanding individual differences in child outcomes.

PBS 7: Psychology & Social Issues

Course organiser: Dr Juliet Foster (jlf1000@cam.ac.uk)

This paper explores a range of issues that are of considerable social consequence from a social and developmental psychological perspective, such as policy issues concerning children, mental health problems, learning difficulties and the transition to
parenthood. Academic research is discussed in the context of the views and concerns of policy-makers and ‘users’ in order to explain the value and limitations of empirically-based applied psychology.

**PBS 8: Gender Development**

*Course organiser:* Prof Melissa Hines ([mh504@cam.ac.uk](mailto:mh504@cam.ac.uk))

PBS 10 examines a range of perspectives on the causes and consequences of sex differences in human behaviour, as well as of within sex variability in gender-related behaviour. That is, not only why do males and females differ in some respects, but also why is the behaviour of some individuals more sex-typical than that of others? It also discusses clinical issues related to disorders of sex development (DSD, formerly called intersex conditions) and gender dysphoria. In understanding gender development, evidence for influences of genes and hormones, as well as the postnatal sociocultural environment, is evaluated. Sex-related characteristics that are discussed include gender identity (i.e., one’s sense of self as male or female), sexual orientation, childhood sex-typed play behaviour, personality characteristics, such as empathy and aggression, cognitive abilities, such as memory, mathematics, spatial and verbal abilities, and psychiatric classifications, including depression, disorders related to eating, and autistic spectrum conditions, as well as gender dysphoria. In addition to evaluating the empirical evidence for various types of contributory factors, and attempting to integrate the findings across perspectives, the social and clinical implications of different causes of psychological difference related to sex is discussed.

**PBS 9: The Family**

*Course organiser:* Prof Susan Golombok ([seg42@cam.ac.uk](mailto:seg42@cam.ac.uk))

This interdisciplinary paper draws on material from sociology and psychology as well as social anthropology, social history and other relevant disciplines. Sociological and psychological perspectives on family relationships, kinship and child development are examined in relation to specific topics such as motherhood, fatherhood, gendered division of labour, sibling relationships, adolescence, marriage and divorce, single-parent and step-families, lesbian and gay families, and families created by assisted reproduction. Theories of family life are studied as well as methodologies of family research.
Administrators
For any changes to your choices, please contact paperchoices@hspsp.cam.ac.uk. If you have any queries about a particular subject, please contact the relevant Administrator:

Archaeology: Anna O'Mahony undergraduate-secretary@arch.cam.ac.uk
Biological Anthropology: Anna O'Mahony undergraduate-secretary@bioanth.cam.ac.uk
Classics Imogen Arcangeli undergraduate-secretary@classics.cam.ac.uk
Politics & IR: Patrycja Kozoiugadmin@polis.cam.ac.uk
Social Anthropology: Jennifer C. Broadway jcb213@cam.ac.uk
Sociology: Odette Rogers, ohmr3@cam.ac.uk
History and Philosophy of Science 01223 334500
PBS Karen Hasin-Bromley, teaching@psychol.cam.ac.uk

Or you may contact the Faculty Teaching Administrator, Barbora Sajfrtova, bs481@cam.ac.uk at any time.
NOTES:
(This page has been left blank so you can make notes if you wish)